**SimpleK12 Webinar:** Common Core: Integrating Web 2.0 Technology to Teach ELA Standards

**Presented by:** Catlin Tucker

**Date:** Tuesday, July 10, 2012

**Time:** 11:00- 11:30 AM Eastern Time, USA

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NOTES FROM WEBINAR--------For chat please use box to the right---------------->>>>>>>

\*\*Get the CCSS app for your phone or add the widget to your website from Mastery Connect <http://www.masteryconnect.com/learn-more/core-app.html>. I have it on my phone and have added the widget to my website. I always have access to the CCSS thanks to Mastery Connect.

Focus on getting students reading a wide variety of texts - informational texts and fiction texts

Make inferences, site examples, interpret words (content-area specifc)

6 categories:

1. Reading Literature

2. Reading Informational Text

3. Reading Foundational Skills (K-5)

4. Writing

5. Speaking and Listening

6. Language

Goals:

Students should read a wide-range of text.

Students need to read more informational text.

Students need to read close text. Reading actively, using context clues, etc.

Students need to discuss examples from the text, cite, quote, and analyze.

Students need to determine explicit and implicit meaning of text & cite textual examples to support conclusions.

Use strong textual examples and analyze those.

Interact with text digitally - have an emotional reaction, make connection, annotate what they are reading, taking notes, asking questions, practice the reading strategies we have discussed.

diigo.com - annotate digital information using diigo. Students sign up for a free account, hyper link the url from your website, students highlight and bookmark sections of text and the whole text. They can share their resources with one another. Their notes can be e-mailed. USE FOR OUR RESEARCH REPORT!!!

Google Spreadsheets - going from summaring text to analyzing it. Create a Google spreadsheet. Invite students from class onto the spreadsheet. Ask students to pull out examples from the text. (Group analysis of a Text)

Students grab an example from the text and explain whta it means. Students use their collective intelligence. A huge collection of examples from the text will be created.

Example of irony

why is this an example?

Analyze your example explaining why this moment is ironic.

Give an example of foreshadow from the text

why is it an example? what is being foreshadowed? Analyze your example,

Can do for themes and character development.

Students have this collection for kater purposes.

Students need to determine central ideas and themes ina text and analyze their development.

Give students an example of a theme and have them discuss it. Use images to help understand themes!!!! Symbolism is helpful. What does "central idea" mean? Students can then identify main ideas and create their own themes.

Use Google Drawing to create a visual chart of ideas a mindmap of ideas.

(lonliness, family, fear, etc.)

How does the theme change over the process of the book/story?

Collaborize Classroom to analyze themes:

Analyze one of the following themes in the novel. How does this theme develop in the novel? Support your analysis of the theme with details from the novel.

What do the words in the quote mean?

Standard: Analyze how and why individuals, events, and \_\_\_\_\_ change over the course of the text.

Use Google Drawing:

Students can create a timeline and fill in the timeline. How did this character grow and develop. Students can create a Venn Diagram also.

Writing Standards:

Argument - making strong claims and supporting them

Informative/Explanatory - expository writing

Narrative - students should be able to weave narrative lements into their content area writing

Students must create numerous pieces of writing. Online discussions are a form of writing! Collaborative online writing platforms are engaging in writing tasks and meeting wrtiting standards!

Cite textual evidence to support analysis, analyze a central theme and how it dvelops in a textm produce clear and coherant writing, use technology, including the internet to produce and publish writing and to interact with others

Standard: Students must be able to write arguments to support claims in an analysis of substantive tpics or texts using valid reasoning . . .

Use a Google Doc to creative a T-chart (Yes and No coloumn) Use it as a prewritng debate before they process write. Now they are subjeted to otehrs' points of view and perspectives.

Collaborative Classroom's yes/no question structure - take a position and after your post, explain your point of view.

Conduct short and sustained research projects - diigo

Google Docs - research in collaborative research within a google doc. Live chat about what they are rseearching - collaborating while they are researching

Google Forms - evaluating credibility that whalks students through evaluting a source

Write routinely over ectened time frames

penzu.com - able to write and share journal entries

ohlife.com - blog - processing simple blog students can use.

develop & strengthen writing as needed by . . . - use Google Docs to get feedback from a writing group

Google forms for peer review forms to give feedback can be put into a spreadhseetengage students in focused peer editing online

www.catlintucker.com

google docs - crreating student centered classrooms

This is what students can be doing for homework if there is not enough technology in the classroom!